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general examinations testing the real grasp of a subject as a whole. But if such examinations are possible, it is nevertheless certain that they demand a skill which can be acquired only by practice. The art of examination is a difficult one, and in America it is still in its infancy, particularly in the matter of measuring the ability to use one's knowledge. The new psychological tests are interesting as an attempt to do this, to measure the capacity of the boy or man as he stands. They are crude, and for our purpose they suffer under the defects of assuming only the most elementary information. We need tests that will measure ability to use scholarly and specific knowledge. Any one who attempts to introduce examinations of this kind will be disappointed at first, because the art has not yet been sufficiently developed. To use them effectively, we need to learn that the conduct of examinations is as important and worthy a part of the educational process as giving lectures, and quite as stimulating to the teacher. Ascertaining what the pupil knows, measuring his progress and deficiencies, is, indeed, a part of teaching, and quite as essential a portion of it as the imparting of information. The true teacher should be constantly both developing the mind of his pupil, and ascertaining how rapidly and beneficially the process is going on. One of the defects of much of our teaching—and especially of the lecture system—is that this second part of the function of education is to a great degree lost from sight. An improvement in our examination system which will measure the grasp of a whole subject is, I believe, the most serious advance that can be made in American education to-day." . . .
—President A. L. Lowell, at the inauguration of the President of the University of Michigan.

"THE NEW TASK OF THE COLLEGES."—"The standardizing movement of the last few years in one sense is worse than inadequate. It has been in part the cause of a kind of creeping paralysis which has spread over the whole body of American education. It has made every one, students and teachers alike, think of education in terms of time spent and amounts covered. If you have fifteen units of secondary school study to your credit on the books of the high school you can claim admission to college. If you have scored one hundred and twenty semester hours in college, the college owes you a degree. The whole structure of

American secondary and collegiate education today is based on a system of paper credits. Education is measured by points recorded in the office of the registrar.

"Now I would not be understood to mean that the standardizing movement has been altogether deleterious. Far from it. Something of the sort was temporarily necessary in the interests of honesty and precision. But it is like strychnine—a small dose is a useful stimulant to the heart; a large dose is deadly. I believe our hearts have now been sufficiently stimulated. The external aspects of a standard collegiate institution are now familiar to most persons who are concerned with them. Most respectable colleges now conform to the prescription of standardizing agencies, as far as conformity is desirable. What is now needed is a new emphasis on personal power and achievement, a new body of principles in accordance with which the purpose and method of the college of liberal arts can be shaped; in short, a new gospel of higher liberal education. Even if there had been no war this would by now have been necessary. The conditions resulting from the war render it absolutely imperative."

—*Dr. S. P. Capen, at the University of Akron.*

"TAKING COUNSEL WITH CANDIDE."—" . . . Since doubtless we are united upon the necessity of girding up our loins, our first need is to determine what goal we set ourselves. Is it merely a return to the status disturbed by the coming of the war? Even so, we have no easy road ahead, for he is an optimist who finds in this year's teaching or research a semblance of our former activities. And are we setting ourselves an adequate goal if this be all that we shall strive for? Whether compared with the monetary outlay or compared with the time and effort which we expended day by day and year by year, how great were the returns in scientific output, in promising young scholars, in educated citizens? Those returns seem inadequate not alone when measured absolutely, but when we regard what some of our sister nations did accomplish. I can hear the response that rises to many lips: 'Why tell this to us? How can the best, how can any, results come under a system wherein the teacher, from end to end of his career, cannot relax his vigilance lest he fall a prey to the wolf that does not quit his door? And if you cite what may have been accomplished elsewhere, do not forget, while mak-